**‘In Mrs Tilscher’s Class’ Textual Analysis Practice**

Over the Easter term the inky tadpoles changed

from commas into exclamation marks. Three frogs

hopped in the playground, freed by a dunce

followed by a line of kids, jumping and croaking

away from the lunch queue. A rough boy

told you how you were born. You kicked him, but stared

at your parents, appalled, when you got back

home

That feverish July, the air tasted of electricity.

A tangible alarm made you always untidy, hot,

fractious under the heavy, sexy sky. You asked her

how you were born and Mrs Tilscher smiled

then turned away. Reports were handed out.

You ran through the gates, impatient to be grown

the sky split open into a thunderstorm.

**Textual Analysis Questions**

1. Look at lines 1-5. Explain how the poet makes use of extended metaphor here to explore the idea of change. **4 marks**
2. Look at lines 9-11. How does the poet’s use of language here convey the mood of the pupils at the end of the year? Give two examples and explain. **4 marks**
3. Look at lines 14-15. Explain how the poet’s use of language creates an effective conclusion to the poem. **2 marks**
4. Duffy’s poetry often focuses on feelings of nostalgia. With reference to this poem, and at least one other poem by Duffy, explain how Duffy uses language to explore the feeling of nostalgia. **10 marks**

**20 marks**